

**\*ARMY Declass/Release Instructions On File\***

It is the hope of the present writer that the following comments will be of some assistance to those components of OHR which are concerned with an evaluation of Detachment "F" in relation to OHR's external training requirements. It is understood by this writer that earlier Agency graduates of the Detachment "F" Program have submitted similar reports, but it is hoped, nevertheless, that the remarks set forth below provide either new information or new perspectives which have not been, heretofore, at OHR's disposal.

**A. General**

Detachment "F", located in Oberammergau, Germany, is a facility which was established in support of the US Army's Foreign Area Specialist Training Program. Although logistically supported by USAREUR, it is directly subordinate to the Assistant Chief of Staff, Intelligence, Department of the Army. It is administered and operated by the Army but accepts a certain number of students from other federal branches including the CIA, the Department of State, the NSA, the Navy, and the Marine Corps.

The training program itself is designed to cover a period of two years and embraces a comprehensive study of the Soviet Union, the Russian language, Eastern Europe, and certain other areas contiguous to the USSR.

**B. Faculty**

Currently, the full-time faculty is composed of twelve members. Of these, nine are former Soviet citizens, none of whom had been in the West prior to World War II.

One of them, Baritz, defected in (I believe) 1948; another, Viktorov (real name Durlitsky), defected in 1954. Two of the others, Bozic, a Yugoslav, and Ozolins, a Latvian, were long-time foreign service officers for their respective countries up to and during World War II. Both of these are intimately acquainted with the Soviet system and possess native fluency in the Russian language. The remaining member of the faculty, Mierod, is purportedly a Russian nobleman, a former Czarist diplomat, who has not been in Russia since the Bolshevik Revolution. A relatively new member of the staff, his duties are confined to language instruction for which he seems eminently qualified.

All of these members have received a university education or its military equivalent. In the case of all but one of the Soviets, this education has been completed in Soviet institutions. Ossipov, the eldest, completed his education prior to 1917. Although no direct comparison is possible, it may be said with reasonable accuracy that the formal training of three of these instructors has been approximately equivalent to that of the US Ph.D. level. On the other hand, the education of three of the others has been conducted primarily in Soviet military academies and/or intelligence schools. In background, this group of instructors is characterized by considerable diversity. An attempt to recall from memory the distinctive features of each results in the following:

Artemiev: Great Russ.; army officer; lieut.-col. MVD; Party (Det. "R" - hist. Sov. army; state secur. orgs.).

Baritz: Great Russ. (N. Cauc.); economist; Party; (Det. "R" - org. of Sov. state; Sov. mil.-strat. doctrine).

Bozic: Yugo (Serb); diplo. serv. 25 yrs; non-Party; (Det. "R" - specialist E. Europe).

Krylov: Ukr., economist and engineer; non-Party; (Det. "R" - econ. geog., Sov. econ. dev.).

Kunta: Chechen; propagandist with Central Committee of the CPSU in Moscow, professor polit sci.; Party; (Det. "R" - Russ. hist., Party hist., strat. and tactics of Communism).

Mazurs: Great Russ. or Ukr.; attorney and mil. jurist, Party; (Det. "R" - theory and practice of Sov. law).

Mieroi: Great Russ.; Czarist diplo. serv.; non-Party; (Det. "R" - language instruction).

Ossipov: Great Russ.; teacher, philologist, litterateur; non-Party; (Det. "R" - Russ. literature, psych. and sociol. of the Russian people).

Ozolins: Latvian; diplo. serv. 20-25 yrs.; non-Party; (Det. "R" - phys. and regional geog.).

Vasiliev: Ukr.; research economist; non-Party; (Det. "R" - Marxian econ. theory, regional geog., grammar instruction).

Viktorov: Great Russ., lieut.-col. MGB; Party; (Det. "R" - hist. of WW II on Eastern front, Sov. security orgs.).

Vysotski: Byeloruss., col., inf., Sov. army; non-Party; (Det. "R" - various mil. subjects).

As at all academic institutions, the individuals making up the faculty at Detachment "R" vary in ability as instructors. It is the writer's personal view that, as of this time, the political, economics and language departments are relatively strong while the military department is relatively weak. In general, however, it should be emphasized that the Detachment "R" instructors are not merely a raggle-taggle group plucked at random from the refugee camps of Europe. The Army appears to have exercised considerable selectivity in the formation of its faculty with respect to level of intelligence, background, knowledgeability, and ability to communicate.

Almost all of the instructors are engaged in extra curricular research and writing in their respective fields of interest and several are active participating members of the Institute for the Study of the USSR at Munich. The instructor known as Kunta (also as Avtorkhanov and Uralov) is the author

of a work published in both France and England (The Reign of Stalin) and of another currently in publication at the Princeton University Press. In recent years, his published articles have been received with increasing interest within the international community of Soviet scholars.

#### C. Curriculum and Methods of Instruction

On the assumption that the attached brochure provides sufficient details concerning the content of the course work, the remarks here will be of a more general nature.

The academic day is seven hours long and is broken down into eight periods of 45 minutes each. From two to three periods each day are devoted to language study; from four to five periods are devoted to substantive course work; one period each day is designated as "Commandant's Hour" and may be allocated by the Commandant to whatever purpose he sees fit: administrative briefings, special briefings and lectures, or simply for study.

All course work is conducted in the Russian language, be it grammar instruction, economics, or study of European satellites. In accordance with either Soviet or US Army teaching methods (I am not sure which), a mimeographed "conspect" is provided for each substantive course. The conspect, which is broken down by lessons, contains all the information and vocabulary which is deemed essential by the instructor to the satisfactory completion of any given course. Although the instructor may, upon occasion and for various reasons, either digress from or fail to complete his scheduled lecture, the student is nonetheless expected to have read and assimilated the material in the conspect. It is the material in the conspect upon which the examinations are based. The instructor is at liberty to spend the first five to ten minutes of each class in quizzing the students orally concerning the substance of the previous day's lecture and to enter a grade based upon the student's answer.

Depending upon the instructor, students are either permitted to interrupt the lecture with questions or requested to defer their questions for periodic review and discussion sessions.

There is a tendency on the part of many of the instructors to place considerable emphasis in examinations upon memorization and assimilation of a wide array of facts. This is a combined product of both the Soviet educational discipline through which these instructors have passed and the Dept. of the Army's desire to acquaint individuals with the realities of the Soviet system rather than to mold philosophers. There are several ways in which the effects of this tendency can be offset, all of them dependent upon the student and the strength of his motivation. Independent or creative thinking is not discouraged at the Detachment and opportunities for its exercise with the instructors are manifold: in question-and-answer periods, corridor discussions, conversation periods, coffee-break bull sessions, and in seminars. Almost all of the instructors enjoy and are adept in such discussions.

D. Supplements to Academic Schedule

The regular academic schedule is supplemented at Detachment "R" in several ways:

a. Visiting Lecturers

These consist variously of (1) nationalities representatives whose lectures on, for example, Turkistan, Georgia, Azerbaidzhan, Bulgaria, or Czechoslovakia are supplementary to regularly scheduled regional studies; (2) representatives of emigre organizations who explain their policies, programs, and activities; (3) recent defectors from the Soviet Union who, according to their knowledgeability, recount their own activities and interpret current trends in the USSR; and (4) attaches and other recent travellers from the USSR and the European satellite countries.

b. Seminars on Current Developments

In connection with important current developments occurring within the Soviet Bloc, ~~ad hoc~~ seminars are convened. At these seminars both instructors and students participate in discussing and speculating upon the given development (e.g., the 20th Party Congress, the Gmalka rise to power, the Hungarian revolution).

c. Installation Tours

At various times during the training program, students are given the opportunity to tour the G-2 facilities in Germany and such other installations as the refugee reception and interrogation centers, Voice of America, Radio "Liberation", Radio "Free Europe", and the Institute for the Study of the USSR.

E. Possibilities of Curriculum Modification to Meet OMR Needs

In connection with OMR's current reluctance to continue sending its intelligence officers to the Detachment "R" program, the present writer ventures, with some trepidation, the following observations:

Detachment "R" provides individuals of the US intelligence community a unique opportunity to study the Soviet system, to assess its strengths and weaknesses, to master the Russian language in its several aspects, and to observe at close hand the types of people this system produces. Up to the present time, such a facility has not been duplicated elsewhere. It is, perhaps, pertinent to note here that the majority of Army officers in this writer's class had already completed a year at the Columbia University Russian program prior to their arrival at the Detachment. The unanimous opinion of these officers was that they had learned infinitely more about the USSR after a year's study at the Detachment than during their comparable stay at Columbia. Most of these officers acquired the MA at Columbia. Others who had also successfully completed the program at Columbia were ineligible for the MA since they had either never attended college previously or had not finished.

ONR is, perhaps, justifiably reluctant to designate individuals to a program of training covering a period as long as two years. It should be noted here that the Foreign Service, which regularly fills its slots at the Detachment, has been successful in working out arrangements with the Army wherein its designees complete only a year's stay. In accordance with these arrangements, the FSO students have been permitted to drop the military courses in the schedule, substituting for them either economic and political courses being taken by the second year group or specially arranged seminars in desired areas of interest. It is submitted by the present writer that a diplomatic approach by the Agency to appropriate Army officials could possibly result in arrangements for Agency students similar to those for FSO's. Should such arrangements be forthcoming, it would then be in the Agency's (ONR's) best interests to select only strongly motivated candidates with a fairly well-developed facility for comprehension and reading of the language in order that only a minimum portion of the year be expended in groping. This danger could also be mitigated by allowing the student(s) to arrive at Oberammergau early enough to participate in language classes which are conducted all summer long prior to the beginning of the semester in September.

This writer recalls that, prior to his departure for Detachment "H", there was some concern in ONR that the program, run as it is by the Army, would be too heavily larded with military subjects. As an example, however, of the cooperative attitude displayed thus far by the Commandants of the Detachment, of over 1900 hours of study completed by the writer, less than 150 hours, or about 7 percent, were devoted to military courses. It is my belief that the FSO's, who are there for only the one year, spend almost no time in the military courses.

F. Utilization of Detachment "H" Training by CIA-ONR

It would appear self-evident that the Agency, within the broad meaning of its mission, has a standing requirement for intelligence officers with advanced training in the field of Soviet affairs, who know the Russian language well, and who are clearable to a high level of security. Beyond the fact that this requirement would axiomatically apply in some degree to ONR, this Office would appear to have specific needs which are not inconsiderable in their importance.

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Assuming that this practice will continue, it is difficult to see how ONR could fail to benefit substantially if the specialists selected by H/Ag for these posts should first phase a year of Detachment "H" into their

This would presume, of course, some prior knowledge of the language on the part of nominees.

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Another specific need for the location within ONR of intelligence officers with the type of training provided by Detachment "H" arises in

connection with the possibility of continued and broadened exchanges between the US and USSR in the field of economic and scientific technology. To the extent that ORR will participate in such exchanges it would seem extremely advantageous for the US and the Office to have among its team members those with an advanced capability in the language.

The need for such a capability has already been underlined in the recommendations of (a) Major Zellefrow, who recently cited the disadvantages pursuant to Agency use of former Soviet citizens as interpreters, and (b) the group of US radio engineers who reported, upon their return from a recent trip to the USSR,

"One of the difficulties encountered in this trip was the lack of knowledge of Russian. This is one of the understatements of this report....."

"We would recommend most strongly that any future visits by American parties to the Soviet Union have along in the group a man who thoroughly understands conversational Russian and is in a position to make independent or corroborative translations where such are required." 1/

To summarize, it is the honest, if mistaken, belief of the present writer that:

- (1) At the present time, Detachment "R" provides the best-rounded program of study on the USSR and its satellites, both intensively and extensively, and notwithstanding the existence of Russian study programs at US academic institutions;
- (2) The type of training given by the Detachment can be exploited profitably within ORR;
- (3) The yield to the Office would still be great if its designees were to complete only a year's stay at the Detachment, but on a selective study basis;
- (4) A precedent have been established by the Foreign Service, arrangements with the Army for Agency students to undertake a one-year program with course options could be made.

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